

**Informational or Explanatory Text-Based Writing Rubric
Grade 2**

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/ Research 2 x _____ = _____	The writing – <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the provided resources with accuracy 	The writing – <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the provided resources with accuracy 	The writing – <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the provided resources with accuracy 	The writing – <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to use relevant and sufficient text support from the provided resources with accuracy
Development 3 x _____ = _____	The writing – <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused and detailed response ▪ effectively develops points using relevant and sufficient facts and definitions 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ develops points using relevant and sufficient facts and definitions 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops points using relevant and sufficient facts and definitions 	The writing – <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ develops points using irrelevant and/or insufficient facts and definitions
Organization 2 x _____ = _____	The writing – <ul style="list-style-type: none"> ▪ effectively introduces the topic ▪ has evidence of purposeful organization that supports the writing task ▪ provides an effective concluding statement or section 	The writing – <ul style="list-style-type: none"> ▪ introduces the topic ▪ has evidence of purposeful organization ▪ provides a concluding statement or section 	The writing – <ul style="list-style-type: none"> ▪ may introduce the topic ▪ has limited evidence of purposeful organization (ideas may be rambling and/or repetitive) ▪ provides a sense of closure 	The writing – <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization
Language/ Conventions 1 x _____ = _____	The writing – <ul style="list-style-type: none"> ▪ demonstrates a well-developed command of standard English conventions ▪ has sentences that are skillfully constructed with appropriate variety in length and structure 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ has sentences that are generally complete with sufficient variety in length and structure 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ has some sentence formation errors and/or a lack of sentence variety 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety